

AMERICAN JOURNAL OF EDUCATION

UNIVERSAL EDUCATION—THE SAFETY OF A REPUBLIC.

Vol. VIII.

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No. 10.

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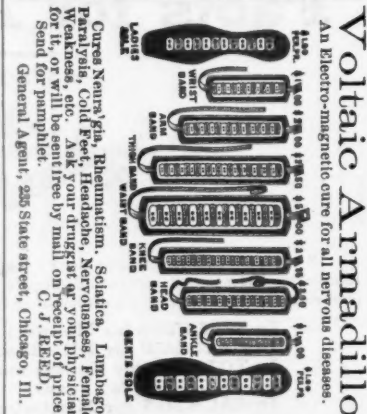
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IT PAYS TO KEEP POSTED.

OF course, each State must have its own system of schools—must conduct its schools in its own way—but the same principles of teaching, discipline, and management underlie all success—hence our teachers need to understand these principles, and be able to apply them wherever they may be teaching.

If Ohio, or Texas, or Kansas, or Tennessee has a better system of schools than Missouri or Louisiana, every teacher wants to know it, and know wherein it is better, and then work for the adoption of these better methods and principles. We ought all of us to become familiar with the school laws of each State, with the system of taxation which has been adopted in each State to sustain the schools, and then we can help, at least, to inaugurate measures to remedy defects in our own school law. It is not so much what we know, as it is what we *don't* know, that hinders our work, and hurts our influence, and cripples our power.

It is a very short-sighted policy for our teachers, simply because they are teaching in Texas, to ignore the elements of success and prosperity in Louisiana or Tennessee, or any other State.

Politicians, seldom, in their action, rise above what the party demands, and they do not understand the needs of the State educationally. They hear the people denounce taxation, and then go to work to reduce taxation. They look round to see where they can strike to hurt themselves least—

and they strike at the schools. Of course the schools and the teachers feel it at once, and the whole State shakes as with an ague chill. It is left out in the cold. Taxes are hard to raise because there is no intelligent farming, because all sorts of mechanical industry is paralyzed. Ignorance is a blight anywhere and everywhere.

What our teachers need, what our school officers need, what the people need to *know* is—that intelligence begets thrift and enterprise and coins money out of the land, out of the mine, out of water and out of air, and every other element; and that State which educates her people the best is the strongest State, the richest State, the most prosperous and law-abiding State. Our teachers should be so well posted that when information is lacking they can give it to establish the truth of these propositions.

A little more effort on the part of our teachers in posting themselves up would bring to them power and influence, and a rich reward. Send to the State Superintendent of Ohio, or Texas, or Massachusetts, or Oregon, or California, or all of these States, and see what the strong features of their school laws are, and thus be able to suggest a remedy for any defect in that of your own State. This study and effort will pay you and your patrons a thousand fold.

It does not matter so much what you call it, only so that you organize some gathering and bring the people out and together. It may be a singing school—a debating club—a reading club—a legislature—a court—anything so as to get together for mutual improvement and a friendly fraternal interchange of opinion. Let original and selected pieces be read, some recitations be given and good will be done.

The "Patrons of Husbandry" are doing a good work in this direction.

A telegram was received in Boston asking for funds to relieve the distress of the sufferers from the Texas storm, whereupon the mayor answered, "Draw immediately for \$5,000."

Don't scold, don't find fault in the school room, or out of it. Teachers and patrons need all their wisdom and strength and good nature and experience to correct what is wrong—to remedy evils—and to build up, and cement together.

No time or strength should be wasted in finding fault, that *never* helps.

There is a way out of the trouble; the wise, the patient, the patriotic and the true find out this better way, and if sweetness of temper is maintained, they lead the way out and the way up.

Thank God for these wise, patient leaders in the *better way*.

Now that our schools are opening so successfully and with so much enthusiasm, it will do parents and patrons and teachers and pupils good to drop in and see what is being done and what teachers and pupils propose to do.

More and more is demanded each year of men and women, a broader, fuller, rounder culture—the schools must give this culture; if the present course of study is not well adapted to secure this it ought to be changed without delay.

It will pay you to drop in and see if your school is doing all, and the *best*, that it can do. The teacher and the pupils, too, will welcome suggestions, and a mutual interest and confidence will thus be begotten.

WE tender our thanks to our friends who have been so thoughtful as to send us tickets to attend the several county fairs which have been held so successfully this fall. Every time the people are brought together and see what has been done by their *united* efforts, to promote industry, and fraternal relations, every exhibition, that shows the results of intelligent labor and the productive capacity of the people, should be encouraged and sustained. Hence we rejoice not only in the multiplicity of these gatherings, but in inventive genius and wonderful skill and boundless wealth of which they are as yet—grand as they are—but a faint prophecy of what this people will yet do, and are to do in the near future.

MORAL EDUCATION.

BY W. T. HARRIS LL. D.

EDUCATION includes not only the discipline and instruction of the intellect, but the discipline and training of the will, or *moral education*. This has been reiterated so often that every one assents to it although few reflect on the exact signification of the word *moral*. Many suppose moral education to consist in filling the mind with moral lessons taught much in the same way as history or grammar. A great number would have religion and morality taught together; these contend strenuously that religion is the basis of morality and that the latter cannot be taught without the former. They hold, consistently with this view, that unless public schools admit religious instruction in some form they are "godless" and immoral.

To the thinking observer, nothing can be more obvious than the fact that the whole fabric of society rests on the proper moral training of the young. The network of habits and observances which makes social combination possible, which enables men to live together as a community, constitutes an ethical system. In that ethical system only, is spiritual life possible. Without some system of the kind even the lowest stage of society, that of mere savages—could not exist. In proportion to the completeness of development of its ethical system, a community rises in the scale from barbarism.

We find in modern history two distinct elements, the religious and the secular, continually becoming more explicit and independent, while they develop more and more into harmony, in what they embody. On the one hand is the temple of the Divine, wherein the truth and freedom in God are presented to the human spirit as doctrines by which the deepest aspirations of the heart are to be moulded and directed. On the other hand exist the State and civil society for the establishment of justice and moral rectitude—the realization of that spiritual freedom which constitutes the fundamental principle of religion. But it is obvious that such separation and complete development are not accidental; it is obvious that the Christian religion could not exist perfectly in a State founded on an idea not in harmony with it. The history of the Byzantine empire affords proof. Only where the State is founded fully on the Christian idea, can religion and the state be sundered as existing institutions. It is manifest that a rude barbaric state, like that realized under the name of feudalism, did not possess enough of the true idea to allow of separate organization. The period of history, wherein the religious idea had not penetrated the secular world, but remained outside of it carrying on a conflict with it, is well named the dark ages. Its ideal is portrayed in the majestic dramas of Calderon. Secular life stands un-

der the ban and the utter annihilation of civil society and its indispensable agent—productive industry—is portrayed as the realization of religion in the world. In the *Autos* he makes the beggar secure the ultimate triumph in the human conflict, and the beggar is the symbol of ruin to the secular. The rise of the modern states-system, that dates its slow growth from the wars of Charles the Fifth, Henry the Eighth, and Francis the First, indicates the subjection of the mere secular principle in so far as it is anti-religious. The discipline of serfdom on the one hand and of the terrors of excommunication on the other, had tamed the barbaric element of society. "Henceforth in the history of the world that terrible inward struggle settles down into the quiet process of education;" the human being finds himself born into a moral world, and mild discipline trains his will and intelligence into the practice of prescribed forms and rational insight into the same.

The secular becomes independent of the religious, not in the sense that it alone is all sufficient for man, but only in the sense that it is capable of directing its own sphere in harmony with religion, and consequently does not need interference or guidance from it. Into the realm of the secular has been transferred and recognized the religious principle of human responsibility. That men in the finite occupations of practical life shall prefer justice and right to individual gratification is the subject of the State. What breaks the law of Right is called a *crime*. What breaks the mandate of Religion is called a *sin*. In the distinction between the idea of Sin and that of Crime lies the ground of separation of Church and State in modern times. Religion, dealing with the innermost personality of man and in view of the essential inadequacy of the mere individual to the ideal type of spirit, pronounces the sinner a lost being and deserving of infinite punishment. It proffers reconciliation upon the complete self-surrender of the culprit and meets infinite forfeiture with infinite mercy. The State on the other hand deals only with the actual deed and its intent. It measures each deed only by itself and not by the absolute ideal. The code of Draco would expiate all crime with blood. Such a code would be in one-sided conformity to the principle of religion through the fact that it accepted its view of sin without modifying it by the principle of mercy. Modern jurisprudence strictly confines itself to returning each deed upon the doer. It says, "Man shall be self-determined, I will see to that: if he do right, he shall reap the fruits of integrity; if he do wrong, he shall hurt himself. If he steal, he shall lose his property in himself; if he take life, he shall take his own." Thus the State has a measure for punishment, and the individual with the certainty of reaping the effect of his deed, realizes in himself that culture of individuality which only a perpetual sense of responsibility can

make. Change this and let the Church have a hand in directing the jurisprudence, and a confusion enters at once, from the impossibility of reconciling the two standards of estimating the retribution for crime. This is necessarily so, for Religion cannot afford to compromise its view of sin as infinitely negative in its nature. If it allows an act of sin to be committed for a finite penalty, it lets go its hold on the eternal and becomes corrupt. To remit all punishment on the ground of infinite mercy, would destroy the ethical world at once. If man is to be deprived of the result of his deeds, he is practically shorn of his responsibility and consequently of his freedom or self-determination. These contradictions have made their appearance in the history of man, in various shapes.

Morality in the School. Upon the question, whether morality can be taught apart from special religious instruction, depends the answer to the question, whether special religious instruction should be given in public schools. It is clear from the grounds just considered that Religion and the State should be separate in order to secure the highest perfection of each. And this doctrine is not based on the denial of the supreme importance of Religion, but on the principle that the modern State exists for the realization of one of the principles unfolded by Religion, and that this function can not be performed unless the two are independent as existing institutions.

Morality is certainly indispensable to the system of education. Whatever separation may be made of religion, morality must be provided for. At the outset it has been already acknowledged that religion, containing as it does, the ultimate ground of obligation must necessarily furnish the ground for the system of ethics that grows up under it. But on the same ground that Church and State have become independent, why may not the school and the church also sunder to mutual advantage?

Whatever the church has nurtured to such a maturity that it can live and thrive on its own inherent merit, should be no longer supported by mere ecclesiastical authority. If the code of moral duties is supported and recognized fully by the State as necessary to the well-being of society, morality will not lose, but religion will gain by letting the State have charge of moral education. It will gain, for the reason that moral obligation, well taught, strengthens the hold of religion, and this all the more for being based on political or social necessity. Moral law, as thus shown to be the foundation of civilization and all successful human endeavor, is next akin to religion. If in our schools the youth are trained to habits of ready obedience to the command of duty, irrespective of appeals to self-interest or to the ultimate grounds of obligation in religion, there must needs be formed in them characters whose basis is self-control,

self-denial, or preference of what is right for mere inclination. Religion then would find its presupposition already developed in the mind of youth, just as it now finds a ready entrance into a community, where the State has organized justice. In a community where the State is not developed, violence reigns, and religion finds superstition and fear where there should be reverence and love. If the Church has the whole care of education it inculcates duties on the ground of religious obligation, and the morality thus formed gives it no reciprocal support. It is impossible to distinguish the outlines of objects in a dusky cave when the eye has just been adapted to the glare of noon. Finite duties become indistinct in too close proximity to the infinite. The secular can be recognized as essential to man, but its finite system of weights and measures cannot be used by religion without weakening it, nor can they be abrogated without utter destruction to the secular. To punish a crime as a sin, destroys practical life, and to treat sin as a mere crime degrades religion from the holy to the profane. To inculcate morality, which is a system of special duties, solely from the final ground of duty is liable to produce asceticism, if effective, but the system is more likely to leave the springs of action untouched. To treat all derelictions of duty as sins deprives them of their measure, to give them their finite measure lowers the standard of religion. It may well happen that one duty clashes with another, e.g. the duty to be industrious with the duty to preserve one's health. The practical measure by which the secular is preserved is the finite measure, i.e. that of one duty with another—and this is the same measure that the State has successfully adopted.

It remains now to consider more in detail the nature of *moral duty*, and afterward to unfold the secular provision for it in our schools.

This topic will be fully discussed in our next issue.—Ed.

TRUTH—GRAMMAR—EDUCATION.

BY RICHARD RANDOLPH, P.A.

THE simplicity of truth, the clue of grammar, and the law of education.

I. Whatever division may be made of the various elements of truth, according to the stand-point of the observer, into subjective roots and objective branches of science, it must at least be obvious to all that there are root-sciences and branch-sciences, and the science of languages which combines and connects them all, is justly to be regarded as the trunk of the tree. Although in itself neither a source of strength nor a seat of beauty, it must pre-eminently represent the principles, whatever they may be, which are common to all science. Indeed the whole significance of language as a productive science rather than a wasteful art, consists in the fact, that, as a media-

tor of the sciences, it presents none other than those universal principles; and so, as it becomes indeed known to us, represents the essential and permanent conditions of all phenomena distinctly from those accidental and transient ones which form so large a part of our transitional and probational experience. As the immediate omnipresence and practical omnipotence of God in nature, and a pervading harmony of nature where not obscured without nor interrupted within by avoidable evil, are found to be the ultimate lessons of every department of knowledge, they are registered in the constitution of language, and become the elementary materials of grammar. The secret presence of subjective power in objective phenomena, which subjective power, whether immediately consisting in the present Deity, or whether immediately represented by principles and men, maintains its own position and the subordination of nature by a continual process of creation, or expenditure of itself in new objective forms, so proving that subordination, and not self-preservation, is the first law of nature—this is the great mystery of grammar, as of all science. Let the student of grammar then, and of all science, begin his study with observing the ever-shifting distinction between internal and external experience—between power and phenomena—with a view to learning in the first place the qualities of spirit as distinguished from those of matter; and let him not dream to build except upon the foundation thus laid, if he would not have the image of his dream broken and scattered as chaff before the stone which is even now "cut out of the mountain without hands" and which is destined to "fill the whole earth."

II. As the Divine subjective power is antecedent to the universal objective existence in the work of creation, we may infer that in the work of human investigation, subjective development must be antecedent to objective intelligence. First the root and then the fruit, must ever be the order of the truth that "springs out of the earth," under the beams of the righteousness that "shines down from heaven." (Ps. LXXXV, 11.) Unconsciously the soul of the earnest enquirer imbibes principles with fact, gaining by the process an increase of intellectual capacity which ensures their subsequent conscious discrimination and permanent possession. By the faithful observance of this just order of experience, man discovers and occupies his appointed place as lord of the outward creation. As his real life is "hid with Christ in God," all facts furnish principles which in turn become recognised as more important facts, and, again, suggest more important principles, according to the law of subjective development until the scheme of the universe is consistently mirrored in his soul, so far as its details may be known to him, without diminishing, but on the contrary enlarging, his appreciation of

relations toward God and his fellow-man. His very knowledge of God, the Supreme Subject, is plainly nothing more than a progress from earlier crude and contracted objective apprehensions to later refined and enlarged ones, with the extension of his own subjective capacity.

III. The mind of the individual and that of the race thus enlarging with the development of principles, the attainments of one age and stage become the starting point of the next; and the primary law of education thus not only pervades all departments of knowledge, but endures through every period of progress. So far as the simplification and enlargement of language may keep pace with the same tokens of progress in general science, the teacher will be continually able to adapt his demonstrations of truth, to the simple sense and craving capacity of the unsophisticated learner, never allowing his necessary practical devotion to the objective or phenomenal to prevent that recognition of its immediate dependence on the subjective or potential, which, as an ever shifting relationship, is that with which every learner must begin and end. Whether, therefore, it be regarded as an unity or as a trinity, whether as a direct fusion of the subjective and the objective, or as their distinct though harmonious co-existence in an otherwise "unknown God," the simplicity of truth thus becomes the clue of grammar and the law of education, so far as the work of education may deserve its name, by being at once elementary and progressive.

HIGHER EDUCATION IN TENNESSEE.

BY J. BERRIEN LINDSLEY, M. D.

THE strangely prominent fact in the educational history of Tennessee ever has been that so much has been done for higher instruction from without and so little from within. The three quasi-State institutions at Knoxville, Nashville and Jackson were founded by congressional action at the instigation of the good old mother North Carolina. And by Tennessee legislative legerdemain the two former colleges received but a small portion of what was due. More recently the general law of Congress gave Tennessee land scrip for an Agricultural and Mechanical College, which realized \$272,000.

The legislature wisely enough combined this with an old institution, thus making East Tennessee University an integral part of the public school system of the State. When the scholarships in this excellent institution are reached by competitive examination, it will exert an admirably stimulating influence, which may be rendered potent in each school district from end to end of Tennessee. Other States as well as Tennessee have received liberal aid from the United States Government for colleges; but, as a rule, unlike Tennessee, have largely added to it by handsome legislative or individual gifts.

No other State has been or is likely to be the recipient of such splendid and productive patronage from distant churches as Tennessee. Supported by the Synods and Presbyteries of some eight States, the Cumberland Presbyterian Church first presented and enforced the example of wise concentration of effort instead of an endless and futile frittering of resources. The Episcopalians of many dioceses, embracing the vast extent of the entire Southern States, next founded a seat of learning on our magnificent mountain brow, which is cherished with fond affection by the fireside of each devout family in that Communion, North as well as South. But the other day a large-hearted New Yorker by the donation of a splendid library building, testified to the correctness of the statement just made. And it is now clear as noon-day that the old English faith of its founder will not be in vain.

For years the bishops and other leaders in the Methodist Episcopal Church South, had been contemplating a Central University for their people, when the unexpected donation of half a million dollars from Cornelius Vanderbilt, of New York, fixed it as a reality at the capital of Tennessee. And so from this time henceforth, from generation to generation, will constant streams of pious liberality be pouring in from all the churches of this populous and wealthy people to build a worthy superstructure upon a foundation so nobly laid.

Next the Presbyterians of six Synods, specially noted for learning and caution, after several years examinations and study, have chosen Clarksville as the seat of their future great university. All who comprehend the devotion, pertinacity and zeal for learning, which has ever characterized the Presbyterian church, are well assured that success, brilliant and durable, will crown their efforts.

The Baptist, a most populous church and constantly developing educational strength, have also within this year chosen Jackson, the university town of West Tennessee, as their educational centre, and four States are already represented in this undertaking. Contemporary with these recent movements is that of the Methodist Church, in founding the Knoxville University, for the benefit of its members throughout the South. When we remember that this church, more rapidly perhaps than any other, has created wealthy and great universities, East and West, within the last decade or two, this Knoxville enterprise assumes no small magnitude. Thus we see the great Protestant denominations, both North and South, selecting Tennessee as their site for seats of learning intended to serve and influence a vast field of country and destined to endure for generations. Has the like been known in any other State?

Tennessee has also been chosen as the educational centre for the thousands of that strange race whose welfare is so indissolubly connected with

our own. The friends, mainly resident in the old Middle States, and also in England and Ireland, have established a Normal school at Maryville, sixteen miles from Knoxville, at a cost of many thousands of dollars. The Methodist Episcopal Church founded the Central Tennessee College at Nashville in 1866, and has erected three large buildings, at a cost of \$55,000, besides expending \$24,000 in eight years' support of the school. The Baptist of the North co-working with those of the South, have purchased some thirty acres most eligibly situated in the vicinity of Nashville, at a cost of \$30,000, and are now putting up an imposing structure, at a cost of quite a hundred thousand dollars, for students from six States, to be known as the Nashville Normal and Theological Institute. This school has already done much good work in temporary quarters.

But oldest and most prominent in this note worthy list is the Fisk University at Nashville, the foster child of three thousand Congregational churches, in the remote East and now famous throughout the educational world, its object a mission, its history a romance. Already over \$100,000 has been brought into Tennessee for the material construction, and not less than \$30,000, thus for its support. Surely, it is not reasonable to hope that in those far distant days, when this Great American people shall with peace and good will at home set themselves about their heaven appointed mission to the vast continents on their right and left, that this and kindred institutions, shall be the means of cementing christian brotherhood at home, and agents of diffusing light abroad.

While thus hastily listing the aid received by liberal souls in other States mainly for higher institutions, we must not omit the splendid liberality and wide reaching work of that large hearted son of Massachusetts, George Peabody, who, perhaps, next to George Washington, will be best known and most loved by future generations of Americans. In all more than \$100,000 have been distributed since 1867 to Tennessee schools of various grades. All this has been prize money, and hence has stimulated a vast deal of work which otherwise would have remained undone. Indeed qualified witnesses are of the opinion that but for the aid held out in days of gloom and discouragement by the Peabody Trustees, the effort to sustain a public school system in Tennessee would have been ere now abandoned. Certain it is that the present attempt to create a system of Normal Colleges, whose beneficent influence shall reach every house in the State, results from their liberal action.

In the above I have included only the aid received from outside the State. It does not therefore embrace all the higher institutions in the State. At some future time I hope to complete the list.



STATE NORMAL SCHOOL, EMPORIA, KANSAS.

THIS Institution opens this year like nearly all the other schools and colleges in the State, with a much larger attendance than ever before.

Several additions have been made to the able and experienced faculty of last year, so as to meet all the requirements of the growing demands of this great State.

The present faculty consists of C. R. Pomeroy, D.D., Pres't, Metaphysics and Didactics; S. C. Delap, B. S., Natural Science; P. J. Carmichael, Mathematics; Mrs. Mary J. Pomeroy, Language; Mrs. Abby Morse, Preceptress, History and Rhetoric; Miss Mary Dickason, Vocal Music and Higher English; Miss Rebecca C. Buchanan, Geography and Drawing; Miss Irene Gilbert, Principal of Training School; Miss Effie Partch, Assistant Teacher in Training School.

Tuition is free to all Normal Students, but an incidental fee of \$2 00 per term is required, and \$1 50 for the use of text-books.

Emporia is a beautiful city, in a healthy location, at the junction of the Atchison, Topeka and Santa Fe, and Missouri, Kansas and Texas Railroads, making it easy of access from all parts of the State.

This State is moving strongly and steadily forward in all the departments of education, harmoniously and successfully, from the primary school up through all the grades to a graduation from the State University.

Recently a movement has been inaugurated in Kansas, which we hope to see carried out in all the States—a movement which promises to add still more to the power and efficiency of the school system.

Teachers and school officers are gathering and tabulating statistics for publication, in regard to taxes for school purposes, the cost of buildings and furniture, the relative cost of each branch of study pursued, wages, &c., &c. If all enter into this work it can be done cheaply, and will be of invaluable service.

A beginning has already been made, and Dr. J. A. Anderson, President of the Kansas State Agricultural Col-

lege, has rather startled the people of the whole State and country by the facts which he presented in an address delivered before the State Teachers' Association at their late meeting in Topeka.

Dr. Anderson gives a detailed statement of the investment and expenditure for school purposes in the State within the last ten years, of

\$17,820,182 69.

These figures may be dry; figures often are. But they mean something; and perhaps the thing meant is not dry. What do they mean?

They mean for one thing that Kansas is committed to the work of educating her citizens.

They mean too, that Kansas "in the face of drought and famine, in the very teeth of grasshoppered fields, and, still worse, of grasshoppered hearts, has already erected nearly \$5,000,000 00 worth of buildings for educational purposes.

When fairly understood, these figures cannot be dry, for they rivet us to a noble past; and, by so doing, grandly empower us for the present. And since we ourselves, and this our day, are but single links in that endless chain with which God binds eternity, they should flash into us something of the fire and sagacity exhibited by the founders of the Republic, and should inspire us with a determined purpose to evince a practical wisdom that shall be found by coming centuries to be as much greater than theirs, as our opportunities and wealth are greater than theirs."

President Anderson says, "we must not fail to realize the actualness of this capital, its magnitude, its capabilities, the best objects to be gained by its use, and the best methods of gaining these objects. To the people of Kansas, and especially, to the ten thousand officers and teachers whom the people have constituted their agents in the conduct of the public educational business, these figures have a clearer and stronger meaning than any of those suggested.

QUESTIONS ASKED BY THE FIGURES.

By direct taxation alone, in the

year 1874, nearly a million of dollars, \$969,414, were raised for the current expenses of the educational machinery. Who are these tax-payers, and what are their circumstances? Was the levy made on the property of men only, or on that of widows and orphans as well? Does this property lie in the cities only, or does it form the length and breadth of the State? Was it owned by the rich alone as an investment of surplus capital, or by lawyers, doctors and preachers alone; or, on the other hand, was the bulk of it owned by farmers and mechanics? Was this tax, in all cases, met out of the profits of a year's labor, or were there thousands of cases in which men and women, laboriously toiling in shop, field or kitchen for a stinted living, barely squeezed their quota from out the very dregs of poverty?

For what purpose is this tax levied? Simply because the law commands? By no means; for should such become the will of these persons, that law would not retain a year's life. On the other hand, do people pay taxes just for the ecstasy of the operation? The dollar which buys a tax receipt is of exactly the same value as that which buys flour. It is as laboriously earned. And though expended by the State for the common weal, is it to be handled upon different principles from those which govern the expenditure of an individual's dollars? Are the people's agents who manage the State educational business justified in providing one educational article when a better article can be provided at the same cost? Is the course of study followed in the public schools designed to furnish that training which will be of the greatest value to the largest number of pupils? Is the knowledge acquired in these schools that which will be most used by the mass of scholars in after life?

Such questions as these are thundered out by the dry figures. They are not "voices of the past." These characters are not as the fossil imprints of birds that died ages before the advent of man. They are the rightful questionings of parents respecting the best education of their own sons and daughters, which we must stand ready to answer in the settlement of our accounts with the people as principal. Toil is real, money is real, taxes are real, responsibility is real; this whole educational business is not only a business, and therefore to be solely governed by the great principles of justice, sagacity, and energy, but it is also a terribly real and responsible business—one fraught with financial obligations to tax-payers, with personal obligations to parents, with educational obligations to pupils, with moral obligations to the State, with civil obligations to coming generations of the Republic, in short, with full responsibility to Him who stands back of all these relations, by whom they were created, and to whom as the great proprietor, we must also fully account.

These and kindred questions are es-

sential parts of the aggregate meaning of the dry figures. On this occasion they are fair questions; first, because they may be rightfully asked by the people of those entrusted with public business, and, second, because they under-run the very foundations of the educational temple."

IOWA NORMAL INSTITUTES.

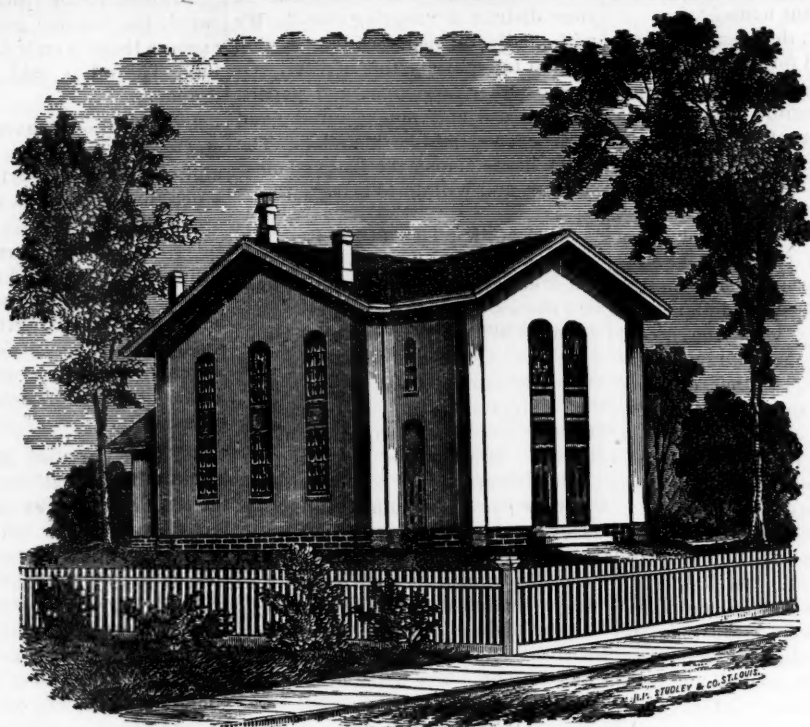
NEVER before have Normal Institutes been so successful or so numerous. During the summer more than 50,000 teachers have been in attendance. But few failures are reported. The cause generally assigned is, "Incompetent instructors."

We would gladly publish the many excellent reports received, but have not the space. The following from Supt. Dotts, Corydon, Iowa, admirably presents the advantages of these short term normal schools:

"Last year we held our first Institute under the law requiring Normal Institutes to be held in every county in the State. Securing the services of Prof. Dutcher, I announced a four weeks' Institute to be held in August. A large number of teachers attended. The instruction was confined chiefly to the common school work. Much good was done. New vigor was infused into the teachers, and they went out to their schools with better methods of instruction, a renewed courage, energy, zeal and a greater love of the work. All felt resolved to make their schools better than ever before. Finding in my visits among the schools that the Institute had been the means of so much good, I resolved this year to hold a six weeks' session. By request of the teachers I again secured the same instructor as principal and Prof. Barnard as assistant. They have just closed six weeks of earnest and successful work. One hundred and eleven teachers were enrolled, most of whom attended regularly throughout the season. The instructors are enthusiastic and practical. They succeeded in creating a deep interest in the work among all classes of teachers. The teachers gained a better knowledge of the branches and better methods of presenting them to their classes. They gained far higher views of culture and school management. There has also been a deep sympathy created among the teachers. Each one does not now feel that he is working independently and alone, but that he is one of a glorious brotherhood. The Institute seems to be the bright spot in the teacher's life. We look forward with joy to its annual return, when we can clasp the hand and listen to the cheering words of our fellow-laborers."

Who can estimate the good resulting from such Institutes? No effort should be spared to induce every State to provide for an annual Institute in each county.

WILL you when writing to advertisers, please say you saw their advertisement in this journal? It will be a mutual benefit so to do,



PLAN OF A TWO STORY SCHOOL HOUSE.

This building is adapted to large districts, or could be used for a Central

High School in some of the smaller villages.

It has a chaste, substantial appear-

ance. Separate entrances are provided for the sexes, and the pupils in each room are kept entirely apart.

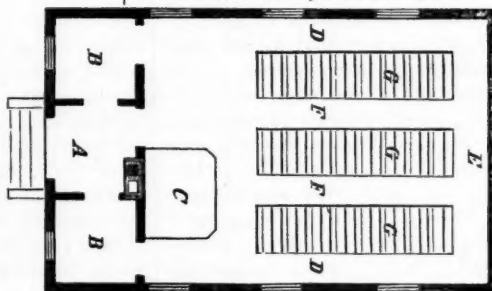


A CHEAP COUNTRY SCHOOL HOUSE.

This house can be built and furnished with black boards, Patent Improved Desks, and a Bell, for from \$800 to \$1,000. Size, 26 by 38 feet.

GROUND PLAN.

- A—Entrance and Hall, 6 by 6 feet.
- B B—Wardrobes, 6 by 6 feet.
- C—Teacher's platform, 6 by 5 feet.
- D D—Side aisle, 3 feet wide.
- F F—Middle aisle, 2 1-2 feet wide.



G G G—Desks and seats, 31-2 ft. long
3 Rows of Desks, each containing 8
Desks and one Back Seat.
54 Pupils accommodated at cost of
about \$2 50 each.

WHAT IS SAID OF IT.

PROF. EDWARD B. NEELY, of St. Joseph, and one of the most prominent and successful educators in the West, in a letter to one of the daily papers in that city, in speaking of this JOURNAL and the work it is doing, says: " . . .

Many of the articles are worth infinitely more than the price charged for a year's subscription. No teacher or school officer can afford to do without this JOURNAL, and the teacher who tries to dispense with it will soon find that he or she is behind the times. But not only should every teacher in the State subscribe for and read it, but every school officer, too, will find it of great assistance to him in the discharge of his official duties. Two features, in particular, render it

of special value to school officers. It publishes from time to time the important decisions and opinions of the State Superintendents upon the doubtful and less understood portions of the school law. This feature alone makes it worth more than the subscription price to our school officers, many of whom are inexperienced and at a loss frequently to understand the school law with its various amendments. The other feature alluded to, is, that each number of the JOURNAL will contain one or more elevations and ground plans of school building, designed to accommodate from 30 to 600 pupils. This is, indeed, a most interesting and valuable feature. If the school authorities in the country could have access to the information which will be imparted in this way through the pages of this JOURNAL, many serious mistakes in the con-

struction and furnishing of school houses would be avoided.

Prof. T. C. Karns of the East Tennessee University in speaking of this Journal writes as follows: "I must say that in my opinion it improves with each number. It has a good way of coming down from the regions of philosophy, so called, and grappling with practical school matters, which I like. The true school journal will go with the teacher into the school-room, and be a helpmeet in his daily work, rather than a panderer to the high-flown ideas of the theorists."

PROF. EDWARD BROOKS, Principal of the Millersville, Pa., State Normal School, and one of the ablest educators in this country, says:

"In the examination of our exchanges we have been especially interested in the 'American Journal of Educa-

tion." It is edited with marked ability, and is a good representative of the spirit and energy which our Western educators put into their work."

The "Laramie Daily Sentinel," Wyoming Territory, in a late issue, says "This Journal of Education is devoted to the science and art of teaching, and the improvement of our school systems, and is very ably edited. We would be glad to see this Journal in the hands of all our teachers in Wyoming. We are sure they would find it money well spent in fitting them for their noble profession."

Prof. H. Presnell of Jonesboro says "This journal has been of great service to us in organizing our schools. There is a kind of inspiration in its columns that does one good."

One feature of this journal exactly meets our wants. We allude to the "plans and specifications" for building school-houses. We are greatly interested in this matter. How I wish all our teachers were reading it! Our best teachers do read it."

From Iowa comes the following note: "Accept thanks for the regular reception of your very excellent and practical journal, and further, allow me to congratulate you on your success in making it, in my opinion, second to none, as an active, vitalizing power in the cause which it does, indeed, pointedly and forcibly advocate. Yours, truly, J. J. ALLEN, Supt. Lucas county, Iowa."

The "Dallas Herald" (Texas) says: "We have been reading the 'Journal' with much interest and satisfaction, and have no hesitancy in saying it compares favorably with any educational journal published in the older States, and in some respects is far in advance of many of them. It is a journal of which any Texan may justly be proud."

For securing a hearty co-operation of parents with teachers, for enlisting enlightened, devoted, and thorough instructors, for affording a medium for interchange of ideas, modes of teaching, governing, etc., for cultivating fraternal feelings among teachers, for elevating and dignifying the profession, and advancing the cause of education generally, the "Journal" as now conducted, is capable of doing an incalculable amount of good, and every family and every teacher in the State should take it and read it attentively, and give it such aid and encouragement as its merits demand."

Editors Journal:

Prof. W. G. Chaffee of Oswego, N. Y., says "the American Journal of Education is the best educational journal I ever saw, and while it is particularly adapted to the wants of our teachers, it is equally well adapted to the wants of their patrons also."

ALL matter for this journal must be in our hands by the 15th of the month previous to publication.



J. B. MERWIN EDITOR.

ST. LOUIS, OCTOBER, 1875.

TERMS:

Per annum, in advance.....\$1 50
Single copies..... 15
Nine editions are now published each month.
Advertisements go into ALL the editions.

POSTAGE PREPAID.

Please remember that in addition to all subscription moneys, 10 cents must be sent to prepay the postage of this paper for the year. This is in accordance with the United States law, which makes all postage payable in advance at the mailing postoffice, instead of at the receiving postoffice of the subscriber's residence.

THE "KNOW HOW."

IT is related that a certain man once found fault with the charge of a surgeon who had set his arm for him, alleging that the surgeon was not occupied long enough in setting it to warrant what seemed to the patient a very extortionate bill. The surgeon replied that he had charged him only fifty cents for the time and labor, but nine dollars and fifty cents for the "know how."

The man went away somewhat modified and with a new idea in his head which grew and developed the longer he thought of it.

Similarly we are many of us in the condition of the above-mentioned patient; that is, we are continually falling into mistakes of the same kind. We may first, if we are in a very primitive condition of thinking, suppose that time itself is of no value and that if a man gives us only his time, he ought not to consider us as under any obligation to him. Secondly, we may suppose that time is something which has a definite money value quite independent of the question whose time it is. Third, there are not a few of us who, though we have risen above these two stages of error, are still in considerable doubt as to whether this "know how" is a very valuable commodity in a calculation of dollars and cents. When the lady buys a camel's hair shawl or the gentleman purchases his span of horses, they have something visible and tangible in return for their money and the money is paid willingly. When they are bargaining for the trained skill in teaching, which has been gained by years of preparation and practice, they are talking of something which they cannot see or handle, and they pay their money unwillingly, they refuse it, because it seems to them that they are giving realities for unreal things, actual greenbacks for a phantom.

It is the old question over again: Which are the real things, the most

valuable things, those which we can perceive with our senses or those which we cannot? are these invisible things anything but names?

Now, in reality, the greater portion of the money paid for the camel's hair shawl and the horses was also paid for this very intangible "know how." If the lady had sent to India for the material and woven and sewed the pieces together herself, she would have had a very inferior article, which would have commanded a very small modicum of the price she paid for it. The difference between the two prices expressed in dollars and cents would have been the actual market value of the "know how." But if, to go a step further, desiring to get rid of this annoying non-existent "know how" altogether, she had refused to have it represented at all in her purchase, she would never have had the material brought to her.

The gentlemen's horses in like manner owe the greater part of their value to the "know how" that has bred, trained and groomed them, and more to the "know how" of the animals themselves, for their value deprived of intelligence both animal and human could be easily calculated.

After all, it seems that the only thing that has any real value itself or that is capable of imparting any to anything whatever, is this very immaterial "know how."

Now this expensive material is the very material for which communities bargain for their school officers, and school committees for their teachers and the business of these officials, high or low, is simply to cultivate, develop and train in the growing youth this same invisible thing.

We must be sure that we are about to secure or have secured in our teachers and school officers this quality, and being once convinced of this, how can we fail to see that we must expect to pay liberally for it? "Liberally," we said. We should have said "justly." Fully we can never pay for it, if we pay only in money, for the two things are incommunicable. We may, however, make up the inevitable deficit in honor, respect and consideration.

Does not this matter deserve a little more of our thought? In fact, are we, however intelligent we may be, quite sure that we appreciate the full value of this "know how" in our teachers and school officers?

READING CLUBS.

WHAT are our teachers doing towards organizing reading clubs in their school-districts this winter?

Give an exhibition or two, and collect a few dollars from the people in this way and you can get money to subscribe for "Scribner's," "St. Nicholas," "The Galaxy," "Popular Science Monthly," "Appleton's Journal," and you will then have a start toward a world of entertainment and instruction, too. A little will secure all you need in this direction. It will unite all—interest all—

profit all, and your name and work will be held in grateful remembrance. By all means organize in your district a "reading club." We will gladly furnish any information desired to facilitate this matter. Of course other magazines and papers, non-political and non-sectarian, and books even should be included. The above list is among the best and most popular, and will do to start with.

CAUSES, THE PUZZLE.

It is easy to see results—hard to assign causes.

The child's work is not well done in school? Is it the teacher or the ventilation, or the want of health of the child, produced by carelessness at home, or the school committee that is at fault? Is it all these combined?

The girls are sick? Is it school and study, or parties, or unfit clothing, or trashy books, or climate, or all of these that are the cause?

Let us be cautious. We rush too narrow-sightedly to our conclusions.

Let us observe results, but be slow positively to assign causes. The one, a fool may do. The other often baffles the wisdom of a philosopher.

SCHOOLS OR JAILS?

THE tax-payer does not wish to throw away his tax-money, especially in all these vast regions of our West and Southwest where money is scarce and dear, and where the money that goes to pay taxes is felt as a heavy burden.

To make the case as equal as possible, we will suppose a school and a jail to cost ten thousand dollars apiece, to build, and three thousand apiece, every year, to run and manage thoroughly. It is not necessary for us to stop here and hunt up statistics and figures, as we will do at some other time, in presenting different views of the ever-new topic, for it will meet our object to draw a comparison very clearly, in a few leading points, to show whether it is better economy to build and support that school or the jail, wherever it is a mere matter of choice between the two as public buildings.

The better the schools, the smaller the jail can be. That is a general principle, "which nobody can deny." In other words, the jail is filled by crime and ignorance. The school prevents crime and ignorance. Bear the two facts in mind. They are like fire and water, deadly foes to each other

1. The jail has to board the prisoners. The school has no such board-bill to pay. That is a clear gain in favor of the school.

2. The jail has to take the same prisoners, in not only once, for their term of sentence, but twice or three times, or five times, as often as the sentence is repeated for the same old crime or for a new crime, and the oftener the same criminal is re-committed or turned back into jail, the more hardened and confirmed he becomes, and therefore the more likely

to be a constant burden, a tax-bill to the community as long as he lives.—

But turn to the school. Once educated, the scholar goes out, and his expense there is ended. It is a clean job. The bill is paid. The business is done.

3. The jail-birds have to be watched and guarded all the time day and night, which makes it cost just so much the more. The scholars' hours are only part of the day from 9 o'clock till 3 or 4—and there the expense stops for the day and for all the following hours till school is called in next morning. To put it in figures, the jail needs twenty-four hours of watching and control where the school needs only six hours usually—or sometimes seven.

4. The jailor and his sub-officers have to be paid all the year round, the teachers only the ten months (or less,) during the school sessions. That is, during twelve months, salaries are to be paid to the jail officers all the way down to cook and bottle-washer, whereas, during only ten months salaries have to be paid even to the very best of teachers, and, unfortunately during only six months, or four months or even less, salaries are paid in many a thinly settled region. So much time less to support the school than the jail, though the less the time the teacher is paid, the more time the other set will need to be employed and paid.

5. Tax-payer every dollar you put into jail, into jail-expense from first to last though the whole catalogue of expenses, to build, to repair, to enlarge, to strengthen, to support—even if it unfortunately has to be paid—yet is a dollar that lies in one sense, thenceforward forever dead and buried, for it is not in any way a paying investment, any more so than the enormous, senseless and perpetual tax of keeping up fences all over the Union. Although it may bankrupt you to do it, it absolutely must be done, merely because it is the sole means to save your other property.

But, my dear sir, on the other side, every dollar of your tax that goes into school-house and school expenses, to whatever amount a good public-school education may demand, is a dollar that will surely pay big to you, and your family and your children after you—if not a ten per cent, nor a five per cent, in cash to your hand, yet a much better and bigger interest. How so? For the following reason:

6. The jail is a mere cage to confine beasts of prey—criminals who prey on other men—prey on life, or limb, or property or some such bodily affair. Idle consumers who only eat up others' money. The school converts these persons into thinkers, and into good citizens, active producers and creators of property, and wealth by millions upon millions.

7. The criminal is not usually much nobler or higher in the scale manhood, when dismissed from his temporary cage, nay, alas! is often rather worse, and will be till the right motives and

means are used to reform him entirely if possible.

The scholar, when he goes into business, is better by every month he has studied in a good school, and is of that much greater value to society. Many a well-trained man has added millions to the value of taxable property in his State. Many a one has quickened the industry and enterprise, and has elevated the character of his village, town or city more than the money-standard can at all measure. Let James B. Eads stand as an illustration of this point.

8. The jail has no great power, if any, to benefit the criminal in his after life—seldom, if ever, and to no marked extent for long periods. The exceptions are painfully few.

The school has an influence that is felt during the person's entire after life, even where the benefit is least, owing to scanty talents, or short tuition, or narrow means, but in some cases, the benefit is more and wider, ever enlarging like the current of the majestic river that gathers the water from five hundred thousand square miles into its mighty, ever rolling flood of commercial richness.

Now, to clench these contrasts, let us point to one jail and to one school with whose history all the civilized world is to be presumed familiar. In Paris, viz: the *Bastille*, and *Polytechnic*—the shame and the glory, the weakness and the strength of her strangely balanced civilization—each a source of immeasurable power to degrade or to exalt beautiful France. Or, to look at home, see what our chief cities are doing: contrast the graduates of a Public High School, after twenty years (even ten) of its effective operations, with the graduates of the highest jail in the city for the same time. Reluctant tax-payer, are you convinced? Make the children good citizens—as fathers, as mothers, as husbands, as wives, as merchants, as manufacturers, as mechanics, as farmers. Do not wait till they are ripened and hardened into adults as criminals, and then expect to undo the growth of years, or to relax the habits of vice that are full-grown. Save the children at all events, while you can, and reform the criminal also if you can. Sooner pay a thousand dollars as your tax to train up a law-abiding community in thirty years than to waste five hundred dollars on scape-gallows knaves whose delight it would be to plunder your property, or even to take your life.

Remember, too, that you can educate a child to good citizenship for perhaps a hundred dollars with almost perfect success, whereas you may be compelled to feed and clothe, and house a pauper, and, if a pauper-criminal—as usually happens you may have to lock up or chain him at an expense of a thousand dollars, and what do you get? The same pauper or the criminal always growing worse, more dangerous more, expensive. Say, will you choose to help make more willingly ten good citizens or

one wretched criminal, if you can do it at the same expense?

"An ounce of prevention is worth a pound of care."

When you make up your mind, it is not amiss to enlighten some neighbor on the comparative expense, and the sure result.

TRUE TEACHING.

WHAT is right teaching? We answer, one of the highest and most difficult of all arts; for, to teach aright—to teach so as to educate, to develop, to shape the mind into every possible form of strength and grace, and adorn it with all the intellectual and moral excellences of which it is susceptible; or in other words to train the mind of the pupil to a true, full, constant self-productiveness, requires a thorough knowledge of the mind itself; a full comprehension of the necessities, capabilities, germinal elements and inward processes of growth; and how, in the specific act of instruction, by hint, inquiry, criticism, exposition, illustration and collateral information, to lead the pupil to investigate the subject for himself. To see it with his own eyes. What a work of art, of sublime, intricate art to instruct thus! And no other kind of instruction is of much value to the pupil. Thus the Savior taught. He was a perfect teacher. His methods of awakening interest and inquiry and of imparting instruction, as delineated in the Gospels, are worthy of profoundest study by those who essay to teach, as models of this high art. *Right instruction will interest and stimulate the duller mind.* If there is a pupil who does not love the exercises of the school-room, one to whom the recitation hour and seat is not an attractive place, nay, who does not then and there experience a pleasure even above that of the play ground, the fault is either in the method of instruction, or in the want of adaption of the subject to the present condition of the pupil's mind as regards previous discipline or acquisitions, or both of these. However it may be with the former reason, from the latter, in our opinion many pupils are deriving little or no benefit from their studies, while some are positively and deeply injured thereby; the mind is confused; no clear, invigorating knowledge of the subject is obtained, and soon an aversion to the subject springs up, ending, probably, in a loose view of the value of academical studies, if not a positive distaste for school and books and a resort to more congenial pursuits. New ideas, clear, sparkling, self-evolved, the products of the mind's own activity and energy always give delight. To watch the eye and countenance of the pupil as the ideas come trooping into his mind, the result of a question skillfully put, or of a hint that sets the struggling mind free, is one of the pure and ever increasing delights of the true teacher. The teacher's place, is, for the most part, neither in front of, nor beside his pupil, but behind him. The teacher marks out the

route and directs the movements, but yet, so as to leave the pupil free and untrammelled while he investigates and discovers truth; even as God's providence, minute and allcontrolling, superintends our every act, and yet leaves us free, untrammelled moral agents. To teach aright one needs the aptitude, the tact to observe the workings of the mind as he would the movements of a machine. A pupil has an erroneous view of a subject, or a partial, imperfect view of it. Why is this the case? Where is the difficulty? One who has an inborn tact, a genius to teach, sees the difficulty at once, comprehends the situation, and by hint, question, or other means, throws light upon the subject, or, rather, enables the pupil to see into it, at a glance, or step by step, as the nature of the subject and the true normal methods of investigating it may require. As far as a teacher can do this, are his services valuable to the intellect of his pupils. And a few years of such training in youth are above all price. I would rather give such an education to a child of mine for its own success, happiness and good, even if this short life was the whole of its existence, than all the gold and silver in the vaults of the nation. And when in addition to this training of the intellect, we teachers labor, even more assiduously to fashion our pupils to a personal, moral character, beautiful for simplicity, honorableness, integrity, purity, self-respect and tireless intelligent industry; no one need wonder that we teachers magnify our office: that we rank our profession above every other in importance, dignity and honor, save that of being ambassador for God to man. This is the position which the profession of teaching occupies in many of the States of this Union. That it may be so, speedily, not only in Tennessee, but in every State and Territory in the Union, let Normal Schools and Teachers' Institutes receive a liberal support, and do promptly and efficiently their great work of a thorough, scientific training of teachers.

PROF. M. C. BUTLER.

KNOXVILLE, Tennessee.

SPARE THE ROD.

THAT is the best government which governs least; and, that is the best government which governs most, are propositions between which there has been for a long time an unforgiving war. Advocates of the former reduce all law to the fewest possible precepts, and expect mankind to interpret it wisely and obey. Advocates of the latter do not trust to the wisdom or good will of humanity in the gross, but desire to formulate every precept into black and white, and govern men in small matters as rigidly as in great. Midway between these propositions the truth will usually be found; so that the upholders of both are at once right and wrong. In the application of either principle the character of the governed must be

carefully examined, and the right course to pursue ought to be left to an enlightened judgment.

People of fine sensibilities have, we believe, reasoned too indiscriminately in their war against the public whipping-post. For them, we grant, this method of punishment would be inhuman. We are not sure it would be so in all cases. Some gross natures will always be found, over which a moral or intellectual argument has no power. The only argument that can reach them is the tingle of the cat. Hangers-on at cock-fights, drunken brawlers, prize-fighters, might, perhaps, be reached at the end of the knout.

But particularly falling under the head of our opening remarks is the question of discipline in school. Most children need discipline in school. Some may be reached and governed by a look or word. Others have the animal in such disproportion to the spiritual that with them only a rod can drive an argument home. To withhold the rod in such case is an injury to the child. Parents know it, yet such has been the popular cry against it that the law has in many cases forbid corporal punishment in schools. This result has been brought about by the foolish sentimentality of parents or the incompetency of teachers, we think it is both. Foolish parents say, "Nobody shall touch my child." They seem to take it for granted that punishment is administered as an assault rather than as a benefit. It betrays very little confidence in the motives of a teacher, and it must be confessed that many teachers have fairly earned from the public such an estimate. It becomes then the duty of parents to know the teachers, that by mutual consultation they may devise the best method of rearing their children; it becomes the teacher's duty to know the parents, that he may have a defense against unjust estimates of himself, and do the most possible good for his pupils. Thus the question of much discipline, or little, in school will be allowed to settle itself, and there will be no need to appeal from the judgment of both parent and teacher to the arbitration of the civil law.

DRURY COLLEGE, Springfield, Mo.

MEN and women who believe in schools and churches—who believe in progress, who believe in building individual and national character on intelligence, integrity and virtue, subscribe for, read, and pay for, and circulate this JOURNAL OF EDUCATION.

It was a golden deed of the golden State when the Legislature of California passed a law forbidding the making of any difference in the salaries of teachers on account of sex. The salaries paid teachers of the same grade must be equal.

This law of paying equal wages for equal work, regardless of sex ought to be universal in every State and occupation.

METHODS OF CULTURE.

BY J. BALDWIN.

VII. Culture of Memory.

- Memory.
- I. Definition and Relations.
 - II. Theories.
 - III. Importance of Culture.
 - IV. Laws of Culture.
 - V. Time of Culture.
 - VI. Means of Culture.
 - VII. Methods of Culture.
 - VIII. Educational Mistakes.
 - IX. Right Methods of Teaching.

How do you get it? How do you keep it? What can you do with it?

The answers to these questions give no intellectual philosophy.

The presentative faculties—Sense-perception, Conscious-perception, and Intuitive-perception, answer the first question.

These give the elements of knowledge. The representative faculties—Memory, Fancy, and Imagination, answer the second question.

The thinking faculties—Conception, Judgment, and Reason, answer the third question.

Intellectual education means to develop and discipline the intellectual powers. The means of culture are infinite, and the laws simple and definite. Methods of culture—using the means in accordance with the laws—require the best talents and the highest skill.

I. Memory is a distinct *kind* of mental activity; hence we call it a faculty, a capacity, a power of the mind. A complete act of memory includes three elements. We do not keep in mind the gathered treasures of the passing years; we simply retain the keys to unlock the stores of acquisition. *Retention* is the first office of memory. The retention is potential, not actual.

The keys of memory need never rust. The mind tends continually to mingle the past with the present.

Reproduction is the capacity to recall the past, and is the second office of memory.

Things recalled are recognized as old acquaintances, as things we knew before. *Recognition* is the third office of memory. We thus reach an exhaustive definition. *Memory is the capacity of the mind to retain, reproduce, and recognize its former acts and states.*

II. The nature of memory is so fully and so well discussed in works on mental science, that we need only to refer the reader to such works. Every teacher and student should own at least one good work on Psychology. It is deemed best to confine these papers to the culture of the several faculties, so far as this is possible.

III. *Importance of the Culture of Memory.* All admit the value of a ready, accurate and tenacious memory; yet how few systematically and persistently cultivate this power! Even among the learned, a really good memory is the exception. Still this treasure is within the reach of the masses. The thorough culture of memory is urged for the following reasons:

I. *Memory is the Condition of Progress.* Other things being equal,

the better one's memory, the more rapid his progress. A poor memory means slow progress, and no memory will render progress impossible.

2. *Memory is the Servant of all the Other Faculties.* To furnish the material of thought is a grand function of this faculty. The better the memory, the greater the capacity to think. The same may be affirmed of the other faculties.

3. *Memory is the Measure of Mental Power.* A weak memory is a characteristic of a weak mind. Less tenacity of memory is the first indication of dotage. Whatever improves memory tends to increase mental power.

4. *Memory is the Source of Infinite Pleasure.* The student who possesses a good memory has vastly the advantage of one with a treacherous memory. So with teachers, preachers, lawyers, merchants and laborers. Other things being equal, he who has the best memory is worth most to himself and to society.

Many other reasons why educators should devote much time to the culture of memory will suggest themselves to the reader. We plead for a revolution in our educational work, so far as this important but much neglected and much abused faculty is concerned. To be continued.

KIRKSVILLE, Mo., 1875.

THE DIGNITY OF SCHOOL TEACHING.

Editors Journal:

WE believe that teachers as a rule do not have the right appreciation of the high character of their calling. In a conversation recently had with a lady teacher, this point was brought out, by her mentioning the fact that a certain other young lady, while attending school, paid diligent attention to her studies; that unlike most young ladies at school, and especially after leaving school, she was indifferent to society, preferring the acquisition of knowledge, seeming to have all the while a purpose in view in the attaining of the same. Subsequently this purpose manifested itself in her determination to teach—although not dependent upon that as a means of support. Appreciating the importance of competency on the part of the teacher, she sought to become thorough. Such examples tend directly to elevate school teaching to the dignity of a profession—its rightful position.

In contrast with this is the example of those who use this calling merely in self-defense—as a stepping-stone to something else, considered easier and more respectable. We believe that the reward should inhere in acts themselves, and when engaged in from the right convictions and with the right qualifications, teaching becomes an important work—furnishing a field for true usefulness second to none.

Considering the rapid development of children, who get half their growth at four to six years, the reflection is suggested, if the body advances so rapidly for the first years, does the mind keep pace, and if so what

a lesson of real value it teaches us and how it should arouse us to concern for our children's training during this the most important formative period.

Thus again we are brought to a realization of the dignity of the profession of teaching. To properly train and develop these young minds is no mean task void of responsibilities, as we may be assured by experience and have this assurance confirmed by the words of Him who blessed little children. He warns us not to offend these little ones. No offence can be greater than to neglect our duty towards them in regard to their education, and no reward can be higher than that received by those who are faithful in this regard. L. G.

ATLANTA, Ga.

WHERE ARE THE CHILDREN?

FROM one of our exchanges we copy the following, which indicates how much Texas has yet to accomplish in her educational policy:

The present scholastic population of Texas is 313,061, based upon last year's enumeration. The Governor thinks the present number of pupils from 6 to 18 years, is 400,000.

Of those within the school age, 161,670 have been enrolled during the past year, leaving nearly 250,000 children to grow up in ignorance and poverty, and so become a burden to the property holder and producer. An ignorant person is always and everywhere a weak person—always a burden—almost always a criminal.

The present income from the permanent school fund, the one-fourth of the *ad valorem* State tax, and the poll tax for the last fiscal year was \$546,985.

Michigan, with a scholastic population of 421,322, spends annually, to maintain her public schools, \$3,148,884.

This comparison is "odorous," and plainly indicates that Texas must take several steps to the front on this important question of public free schools. But this State is young, and has some highly important lessons to learn yet upon the subject of popular education. The present system is a bungling one.

The total State debt is \$4,012,421.21, of which \$976,987.91 is a floating debt.

The amount of taxes estimated to be collected for 1875, is \$1,289,348.

To this sum must be added \$567,550, for common schools, and receipts for available school funds, \$715,129.70.

PROF. H. PRESNELL AND NORMAL SCHOOLS.

COUNTY SUPERINTENDENT, H. Presnell, made a strong talk Monday afternoon in advocacy of Normal Schools. He states that he had made arrangements to establish a school of that character in Jonesboro' for the benefit of Washington and the surrounding counties, and that he expected to have from 75 to 100 teachers enrolled as pupils during the year of 1876. The object of his speech

was, not to ask financial aid of the County Court, but simply to bespeak the earnest co-operation of the Justices in the important work of supplying the common schools of the county with capable teachers.

The establishment of good Normal Schools in the States will be the turning point in the history of their free schools. Good teachers will make good schools, and good schools will guarantee success to the school system. We wish Prof. Presnell abundant success in this enterprise. He is inaugurating a movement, the beneficial effects of which will be felt all over the South. He should be encouraged by all good citizens who feel an interest in the prosperity of the country.—Jonesboro (Tenn.) Journal.

THE STATES.

MISSOURI.—The new constitution will, it is feared, seriously damage the public schools of the rural districts, and also the normal schools. As it will be adopted or rejected this month, our citizens should examine this instrument carefully before voting for or against it.

—The normal schools at Kirksville and Warrensburg open with a larger attendance than ever before. Last year 709 students entered the school at Kirksville, of whom more than 400 are now teaching. Warrensburg already has over 250 in attendance. Students can enter at any time.

—The Maryville school, W. E. Coleman, principal, opens with ten teachers and 450 pupils. This school bids fair to become one of the best in the State.

—The principals, N. B. Thury, Macon; C. W. Thomas, Shelby; A. J. Orem, Lathrop; W. F. Drake, Rockport; J. S. McGhee, Pierce City; and the superintendents, J. M. Greenwood, Kansas City, and J. M. White, Louisiana, report their respective schools as opening most satisfactory.

—From our outlook, the schools in the rural districts of the State are in a deplorable condition. Really good schools are the exception. No supervision, low wages and short terms are rapidly destroying the efficiency of this class of schools.

CALIFORNIA.—A lady teacher writes as follows: "California acknowledges *woman's rights* in the true sense, equal salaries with men for equal work. This is indeed a golden State for women. Female teachers are highly esteemed by the people, and many gifted ladies may here find remunerative and pleasant fields of labor. I find many excellent teachers here from Missouri. Prof. S. Sturgis, of Christian, has been elected to a position in San Francisco, at a salary of \$1,600. J. E. Putnam is giving good satisfaction as County Superintendent. Miss Lizzie A. Rowe gets \$1,200, J. S. McPhail \$1,000, J. T. Ronald \$800, J. C. Elder \$900, C. Ennis \$1,000, L. W. Workman \$1,000. California is determined to have the best teachers, and will pay living salaries."

KANSAS.—The Normal Institute at Leavenworth, of which we gave the plan in our July number, proved a remarkable success. This seems to us to be the beginning of a revolution in the Institute work in this State.

—R. S. Iles, principal of the Hiawatha schools, reports a most satisfactory opening. Grasshoppers, or no grasshoppers, the people of Kansas are determined to educate.

IOWA.—The Normal Institute campaign is nearly over. The results far exceed the most sanguine expectations. The universities and colleges, so far as heard from, open better than ever before.

—Many changes have been made. Prof. J. C. Stevens takes charge of the Bloomfield schools, and Prof. A. Hull, of the Troy Normal School. Prof. Hull is one of the ripest scholars and ablest teachers in the West. J. W. Morris takes the Keosauqua schools, and Supt. A. McDonald the schools at Vernon.

—The election of County Superintendents is of the utmost importance. Our advice is to retain efficient officers, and to vote for the best candidate, regardless of party politics.

The State Convention and Education

MUCH anxiety has been felt relative to the work of the convention now in session as to the constitutional provisions it may make for the establishment of a proper system of public free schools in Texas.

Whatever has been said to the contrary, the people of Texas are now, and have always been, in favor of liberal provisions for education. In fact, they have uniformly been in advance of the politicians. Grants of land, amounting to many millions of acres, and large appropriations of the public revenue of the State have, from time to time, been made, and yet the children of the State have not been educated in public free schools.

The names of the Committee on Education suggest that a provision will be presented that will give satisfaction. The people await patiently, hoping that they will not be disappointed in their most cherished wish, that such a plan will be adopted as will ensure such future legislation that will enable the children now growing up to reap the full benefit of the munificent School Fund.

Objections to the Texas School Law.

The County Superintendent of Clay county objects to the present school law.

1st. Four months is too short a time for a public school. The people will not send to a private school while there is prospect of a public school in the future. They will wait a whole year for the public school to begin, thereby working disastrously to all private schools.

2nd. The compensation of teachers is too small. The last Legislature so amended the law that the teacher has

no assurance of reasonable pay for his services.

Competent teachers cannot be had under existing arrangements. These are two of the most important points, but there are others of minor import.

DRURY COLLEGE.—The catalogue of Drury College for 1874-5 has been received. It gives us pleasure to note the rapid growth of this worthy institution. The number of students in the various departments is 225, 40 of whom are in the collegiate classes—a most excellent showing for a college but two years old. The course of study is well selected and arranged, and fully up to that of Eastern institutions. In connection with the college are preparatory and normal schools, and the recently organized Missouri Conservatory of Music. The doors of this institution are open alike to both sexes, and both enjoy equal facilities for culture.

Springfield is unsurpassed for the beauty and healthfulness of its location, and already the college is drawing students and people from other States.

I. WALTER BAYSE has been elected superintendent of the schools in Bowling Green, Mo., which insures an honest administration of school affairs, and efficiency and thoroughness among the teachers.

ILLINOIS.—President Allyn, of the Normal School at Carbondale, Ill., reports the attendance and prospects of the school as very flattering. The term commenced Sept. 13th.

—The "Litchfield Monitor" says that effective "Institutes" have been held in three-fourths of the counties in Illinois the past season, and in a majority of instances the terms have continued a month. The number of institutes held and the attendance of teachers were greater than in any previous year.

STEWART COLLEGE, Clarksville, Tenn., opened with ninety-eight pupils. Eight more than last year to start with. The "Chronicle" says: "Thorough training in every department is the motto, and we believe that the present will be the most prosperous term this excellent school has ever enjoyed."

A GRAND SUCCESS.—A special dispatch to the "St. Louis Republican" says that "the State Normal School of the Second District of Missouri opened with over two hundred applications, a larger number than ever before, and more are expected for this session. G. L. Osborne of Louisiana, Missouri, is Principal; R. C. Norton of Trenton, Assistant Principal; Professor Bahlman of Lexington, Prof. J. J. Campbell of Warrensburg, Mo., and Miss Crohart, Professor of Drawing." Pupils can enter at any time.

The "Warrensburg Standard" of a late date informs us that the school is crowded to its utmost capacity, and the prospect is that at the opening of "the fall term there will undoubtedly

be a larger attendance than can be accommodated. The State will have to be applied to to do as much for this school as she has done for Kirksville. Fifty thousand dollars would fit up several more rooms."

SCHOOL FUND FOR MISSOURI.—Hon. R. D. Shannon the State Superintendent of Public Schools is in receipt of returns from the Clerks of County courts of sales of sixteenth sections of public lands granted the State by the United States, amounting \$1,079, 182 92; also from the swamp land fund amounting to \$1,088,200 03 and the county school fund of \$1,168,546 70, making a total of \$4,336,929 65. This large amount says a dispatch to the daily papers is now at the disposal of the several counties for school purposes.

Specimens of all the natural curiosities to be found in the Southwest are wanted for the cabinets of Drury College. The museum already contains over 300 specimens of animals, and birds, and they want a specimen of every kind of bird, beast, and insect in the country. They want specimens also of all the minerals of Missouri and Arkansas.

PROGRESS.—The Schools of every grade are filled to repletion at the very opening of the sessions throughout the State.

Better teachers have been secured, better school-houses are being built, more "tools to work with" are furnished, and the people who pay the taxes begin to realize that they get the worth of their money, and so are providing for the more prompt and liberal payment of our teachers.

THE success of the kindergarten method in America and on the continent certainly establishes its permanent value as a preparatory step to the higher grade of schools, and that which is best in practical working is certainly in the long run, and in every sense the cheapest.

—Hon. E. E. White has transferred the Ohio Educational Monthly and National Teacher to Hon. W. D. Hinkle, Salem, O. For a dozen years Mr. White has given us one of the best of our school journals. He leaves the editorial field with the best wishes of all educators. This journal has fallen into worthy hands. Mr. Hinkle has the ability and the energy to make it as—we'll not put it too strong—nearly as good as this JOURNAL, and if he could command the writers we do, he would make it quite as good—at which point we should move on.

A GOOD SIGN.—A spirit of inquiry on the subject of public free schools, and of investigation into the official acts of those who administer the laws, has arisen among the people. This speaks well for the interest that has been awakened upon this subject. No harm can come from a free, open and frank discussion of the merits or defects of the present school law.

The question of public free schools must be met and canvassed in a calm and considerate manner. No prejudice must be allowed to come into these discussions. Great interests are involved in the issue. We shall have an intelligent, productive citizenship—law-abiding and progressive, or we shall have ignorance, poverty and crime. These are the issues in the discussion. It is cheaper by all odds to sustain good schools, than it is to be taxed directly to support the paupers and punish the criminals forced upon society by ignorance and idleness.

Schools or jails, which?

We learn with pleasure that at the request of several friends, Prof. C. M. Woodward of Washington University, is soon to read a paper entitled, "An Examination of the Astronomical Basis," on which the Meteorological Theory of the Planetary Equinoxes rests.

This paper will afterwards be published in full in the columns of one of our St. Louis monthlies.

This seems to us to be the correct course. If Mr. Tice's theory of "Planetary Equinoxes," which is just now attracting so much attention, does not rest on a scientific basis, he will rejoice with the rest of us in having the error pointed out, and then if the correct theory can be established, a great step in advance will have been taken.

THE appointment of T. C. Karns as a tutor in the Preparatory Department of the East Tennessee University meets with general approval. He is a graduate of that Institution, and is a young man of irreproachable character. He has made a most efficient and industrious Superintendent of Public Instruction in Knox county, and his place will not be easily supplied.

Never show your class a second time ignorance or uncertainty upon a point upon which you could have informed yourself.

W. C. Ralston, the California bank president, it is said, never turned a deaf ear to a tale of suffering, though deeply engaged in business and speculation.

Distressing accounts still continue to come in from the sufferers on the Gulf coast. Not the least of the suffering is the want of fresh water, the cisterns having been filled with salt water from the Gulf. The current ran so swift during the rise as to tear the clothing all off from men's bodies, and even legs and arms were torn off. Many of the bodies of those lost at Indianola were carried into the lake back of the town.

A dispatch, received in Chicago, dated at Quincy, Sept. 20, says: "About 108 cars laden with tea arrived in this city by the Hannibal & St. Joe Railroad yesterday from California. The tea was shipped directly from China and destined for England. The cars were taken over the Quincy, Alton & St. Louis Railroad, which road paid as back charges for the freight over \$113,000."

CHANCE.—While ten men watch for chances, one man takes chances; while ten men wait for something to turn up, one turns something up; so while ten fail, one succeeds, and is called a man of luck—the favorite of fortune. There is no luck like pluck, and fortune most favors those who are most indifferent to fortune.

EVERY school district ought to have a library started this winter. You can secure the money easily by giving two or three exhibitions. Try it.

Those two or three "big, bad boys," if fairly won over to your side, will insure the success of your school. If you want to fail, recognize in them a permanent opposition.

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—The September number of the Pennsylvania School Journal contains a full report of the State Teachers' Association. Editor of the Normal Monthly cannot decide which is our best school journal, the Pennsylvania or the New England Journal of Education. Both are eminently worthy.

THALHEIMER'S HISTORY OF ENGLAND: Wilson, Hinkle & Co.: Cin-

cinnati. This is the only school history we have seen which embodies the results achieved by McCauley, Froude, etc. The style is terse and vigorous. The events delineated are well selected to present the eventful career of a people struggling up from the lowest barbarism to the highest christian civilization. We commend this work for merits and because it is calculated to give an impetus to the study of English History. No citizen of this country can afford to be ignorant of the history of our mother country. All good schools should find a place for the History of England.

Messrs. Roberts Brothers are preparing an agreeable sensation for hosts of readers in the shape of a new book by Miss Alcott. "Eight Cousins" will be the first book in the "Little Women" series issued since "Little Men," which was published in June, 1871, four years ago, thirty-eight thousand copies have been called for in that month. The series consists of "Little Women," "Little Men," and "An Old-Fashioned Girl," three works without doubt the most popular of the time, their combined sale in the United States exceeding two hundred thousand, and England, France, Germany and Holland swelling the number with their respective editions. "Eight Cousins" adds another to these felicitous domestic histories which have made their author so famous, and in which girls, boys, and their parents take equal delight, and its perusal will convince all that she has lost none of her powers of fascination.

Messrs. Roberts Brothers have also nearly ready "Madame Recamier and her Friends," translated from the French by the translator of "Memoirs and Correspondence of Madame Recamier," which work, published several years since, has had a wide popularity and is now complemented by the new book containing Madame Recamier's own letters omitted in the first volume.

The November Atlantic will contain the first of the papers on Railroads, by Charles Francis Adams, Jr.; the beginning of Mr. Howell's story; the last of Colonel Waring's papers on Drainage; the fourth installment of Mrs. Kemble's memoirs; an article on Hans Christian Andersen, by H. E. Scudder; a study of Oriental life, by Charles Dudley Warner, and other attractive contributions.

Messrs. Henry L. Shepard & Co., have in preparation a "History of the Confederate States," which they announce as "an important contribution to literature." George Cary Eggleston, whose "Rebel's Recollections" has won many admirers, is the author of this new literary venture.

Mr. Arthur Gilman seems to have set the very excellent fashion of furnishing text-books in literature and history with bibliographical lists of books of reference. His "First Steps in English Literature" and his "First Steps in General History," two popular little books, were each so provided, and now it is noticeable that nearly every new book of the same kind follows suit.

Mr. Longfellow has returned home from his "vacation days," and is again settled down permanently at his home. His health is much improved, and if it shall continue in its present state we shall have

a new volume of poems from him in the fall.

Mr. Emerson has put the finishing touches on a new volume of essays, which the Osgoods will publish in November.

THE AMERICAN CYCLOPAEDIA. Vol. IX, Hortensius, to Kinglake; Volume X, Knight to Magnet. New York: D. Appleton & Co. Sold by Chambers & Co, 305 Locust street, St. Louis, Mo.

If the notices of this Cyclopaedia resemble each other in recommendation, the monotony must be charged to those who have the management of it, and not to the critic. We never open a volume that we are not impressed with the amount of care, thought and knowledge implied in its publication, and there is thus little left for us to do but to point out the more important articles.

Vol. IX., by a singular coincidence, expresses by the names standing first and last its biographical character, and Vol. X. in the same way its predilection for natural history and the manufacturing interests. Why this should so happen it might be difficult to say, unless the letters between H and K are favorite letters for proper names, but certain it is that the biographical notices in it are the most characteristic feature. Of the longest and most important of these we name Humboldt, Huxley and Kant. The latter, in special, is very full, covering nine pages, and including, besides an account of his life, a full and important survey of his intellectual labors, and the doctrines for which he is so distinguished. It requires the highest kind of talent to compose an article of this kind, which must include so much and yet must be comparatively brief, and the author has certainly been most successful.

The geographical articles are always models in their line. Among the finest in Vol. IX. are those on Illinois, Iowa, India and Hungary; the latter two of which occupy respectively 31 and 14 pages, and cover all interesting points with regard to those two countries, including literature and language.

Japan has 35 pages devoted to its interests, and no one can fail to find pleasure in reading the account. Italy claims 28 pages, and has a fine map accompanying. Also Ireland.

The account of Jerusalem both ancient and modern, takes 10 pages, and will be found very thorough.

The long account of the Order of Jesuits presents many interesting and curious features.

The article on Iron and Iron-clad ships possesses an immediate interest, as we learn, while writing, of the destruction of one of those mentioned in the list, the "Vanguard" by the "Iron Duke," and gain an appreciation of the force of the collision, which sent to the bottom a vessel plated with iron eight inches thick. The illustrations in this article are very interesting, showing the style of armor adopted for different monitors.

Two very marked articles are those on Idiocy and Insanity, both being long and full. The statistical tables in the former are very curious, the number of idiots in the different States seeming to bear no relation to the population, and we are surprised to find how large the number is.

The article on Hurricanes marks the extent to which these may be avoided by means of meteorological science, and is very exhaustive. And the article on Hydro-mechanics with its illustrations might well serve as a text-book on the subject.

Would it not have been well to allow

the name Japetus to appear also with the spelling Iapetus, under which it would seem more likely to be looked for?

Both the article on Insurance in Vol. IX., and on Life Insurance in Vol. X., the latter from the pen of Hon. Elizer Wright, are models of patient investigation, and testify to a mastery of their subjects.

In Vol. X. the most valuable manufacturing articles seem to us those on Locks, Lighthouses, Life-Boats, Leather, Lead and Lace. Nearly all of these are richly illustrated; that on Lighthouses, besides giving representations and plans of some of the principal ones, showing also the different kinds of reflectors, and detailing the progress made in the means of illumination.

Among scientific articles, in a narrower sense, the eighteen page article on Light seems to contain all the principles of Optics, and explains the different instruments and theories, dwelling for quite a time on the subject of polarization.

Philologically we mention the general article on Language, by Prof. G. A. F. Van Rhyn, and that on the Latin Language and Literature, which latter alone covers 14 pages.

The Life of Abraham Lincoln is contained in this volume, and includes both his public and private life, involving necessarily much of the war, giving quotations from his words, and closing with a general and thoughtful estimate of his life, character and significance.

Insanity in Vol. IX. finds its legal representative in Vol. X. under the head of Lunacy, and is ably handled, as indeed are all the legal topics.

Biographically the names of Lee and of Louis are rich in representations, and a discriminating account of Leibnitz is very complete. The Life of Cardinal McCloskey takes on new interest from his recent prominence, and is well worth reading, to see how much has been lived by him in 64 years.

London is very fully treated of in 29 pages, in its plan, buildings, societies and general topics of interest, and the article on Logic is a treatise in itself of 5 pages.

The article on Lake Dwellings possesses a peculiar interest, and is judiciously illustrated.

The volume closes with a good resume of the Magna Charta, and a very short account of the magnet.

We find that we have not spoken of the article on Lafayette by Geo. Ticknor of Boston. It must not be passed over.

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- No. 11. MODEL REVIEW EXERCISE IN ARITHMETIC.
- No. 12. WOMAN'S WORK AND EDUCATION IN AMERICA. An Essay, by W. G. Eliot, D. D. Read before the State Teachers' Association.
- No. 13. SYNOPSIS OF COURSE OF STUDY IN THE DISTRICT SCHOOLS. By William T. Harris.
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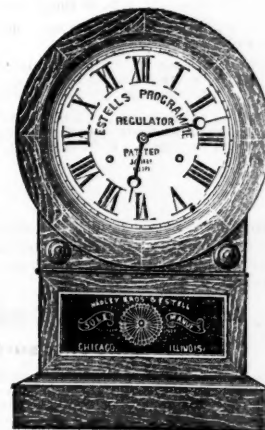
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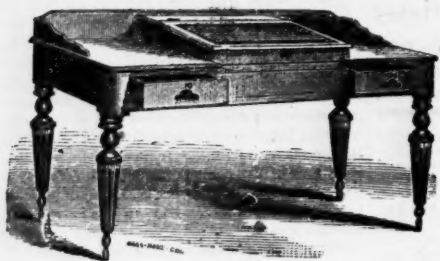
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Wuh Tay Yeh Yuh Hay Hhh.

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at, it, eight, Et, ah, add, shaw, hawk, doll, too, love,
oo, pull, eye, idea, tea, ell, out, one, rude, sweet
wit, wheat, walk, wood, white, Yala, yall, youth, yon, unite,
meal, steel, pass, passes, past, pastor, go, art, wet, weighed,
week, woke, Yala, yawn, wore, wheel, wine, we may.

3. Signs to express Groups of Consonants are formed by a few general principles of modifying the primary consonant signs; thus:

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Size 4. Size 3. Size 2. Desk, Size 1. Back Seat, Size 1.

N. B.—Five sizes are manufactured, either double (for two pupils) or single (for one pupil). Back Seats, the relation of which to Desks is shown by above cut, are made to match each size of Desks.

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No. 3. 1st Intermediate	21 " 29½ in.	No. 8. 40 or 42 in.	by 29½ in.	10 to 13 years.
No. 4. 2d	18 or 21 by 27 in.	No. 9. 36 in.	by 27 in.	8 to 11 years.
No. 5. Primary	18 or 21 by 24 in.	No. 10. 36 in.	by 24 in.	5 to 9 years.

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8-10

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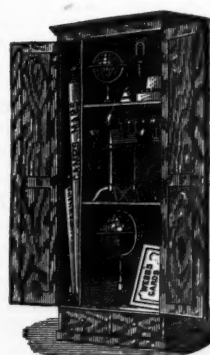
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8-2

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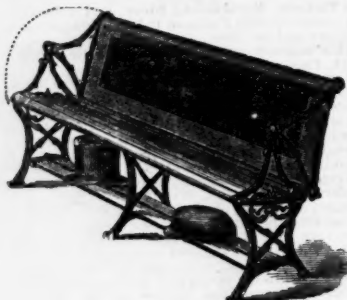
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No. 165.



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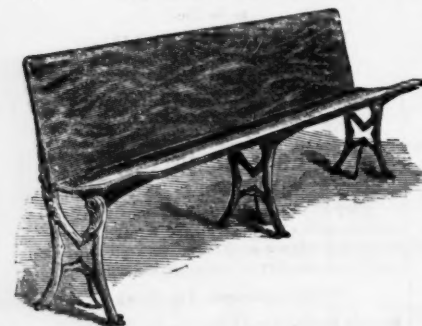
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160, RECITATION SEAT.



162, RECITATION SEAT.

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